

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four skills in teaching English at schools. They are listening, speaking, reading, and writing. Teaching reading is a language process that (as do all language processes) focuses on the communication of information. Kimbly and Garmezy in Brown (2000 : 7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge.

A reader reads a text to understand its meaning. A person reads a text to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading (Pang 1995: 15).

Reading is one of the important skills in English and it gives many benefits for us. Reading is the window of the world. By reading, the students can get more knowledge and information from books, magazines, newspapers, and others. Reading is a means of language acquisition, of communication, and a tool to share information and ideas. Reading text is important way for the general population in societies to access information and make meaning (George, 2012).

Reading is very important for Indonesian students because it helps them to understand many books written in English, either to obtain information and message for scientific purpose or just for relaxation. Success in reading is very important for students, both for academic and vocational achievement (Harmer, 2001). Usually there are some reasons why someone reads. First, he/she often have reading as one of their most important goals. He/she want to be able to read for information and pleasure, for their career, and for study purpose. Second, written texts serve various pedagogical purposes. Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language.

The teacher should be creative to find out the appropriate method in order to help the students master the four basic skills of English language, especially reading. Understanding the meaning of the short written texts is related to the nearest environment and makes students become active in learning process. In order to be successful, teaching reading should be systematically presented and taught continually for the students. To increase students' reading ability, there are many methods that can be used, one of the techniques is jigsaw. This method can help the students to read well and increase their reading comprehension. Therefore, teachers should be able to select and apply a right method for teaching reading by considering the students. Teachers also need to provide opportunities for students to read a lot of reading materials. Thus, making reading as an enjoyable activity is an important part of language learning experience and it can build up the students' reading ability. There are many problems in teaching reading. First, the students' motivation is low. Second, the students are lack of vocabulary. Third, the students

usually are bored while they are reading. Fourth, the students are difficult to understand the meaning of the text. (Setiawan 2012).

In order to improve students understanding, many teaching techniques are created by educators. One of the techniques is jigsaw. Jigsaw is the appropriate cooperative learning which demands the students on 4-6 groups, the name of home teams. (Suprijono 2009: 89). Each group consists of 5-6 members from the mixture among students who have various abilities. Each origin group members meet in expert group to study material which is assigned to each group member. After discussion, they bring the result of discussion to the origin group members and tell to his or her group members for material completeness.

Based on the background above, the writer will conduct a research entitled **“THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN IMPROVING READING ABILITY OF THE NINTH GRADE STUDENTS OF SMPK PUTRI ST. XAVERIUS KEFAMENANU IN THE SCHOOL YEAR 2014/2015 (A CLASSROOM ACTION RESEARCH)”**. Hopefully, the result of this research will improve the knowledge of teaching method for the teacher and also give a benefit for the education in this country.

1.2 Problem Statements

Based on the topic “The Implementation of Jigsaw Technique in Improving Students Reading Ability”, the problems are formulated as follows :

1. Is the implementation of jigsaw technique effective in improving reading ability of the ninth grade students of SMPK Putri St. Xaverius Kefamenanu in the school year 2014/2015?
2. What is the ability level of the ninth grade students of SMPK Putri St. Xaverius Kefamenanu in the school year 2014/2015 in reading after implementing of the jigsaw technique.

1.3 Objective of the Study

The following are the objectives of the study :

1. To know whether the implementation of jigsaw technique effective in improving reading ability of the ninth grade students of SMPK Putri St. Xaverius Kefamenanu in the school year 2014/2015.
2. To find out the ability level of the ninth grade students of SMPK Putri St. Xaverius Kefamenanu in the school year 2014/2015 in reading after implementing of the jigsaw technique.

1.4 Significance of the Study

The researcher hopes that the result of this research will give some significance for the following persons:

1. The Students

This technique is expected to make the students enjoy when they are reading and they do not feel bored. It makes the students have reading addiction.

2. The Teacher

This technique is also expected to help the teacher understand the way to handle the students in teaching reading by using Jig saw method and it will give contribution to successful teaching learning English especially in Junior High School.

3. For the Researched School

It becomes a source of consideration for the researched school as effort to produce better outcomes especially in improving students' reading ability.

4. The Writer

The writer can use this technique to improve her skill in reading ability. The writer also gets new experience about teaching reading through a jigsaw technique and applies her knowledge that she got at the university.

1.5 Scope and Limitation

The scope of this research is technique in teaching English to improve students' reading ability. In this research the writer evaluate the kinds of the student' reading ability such as literal comprehension. There are many kinds of teaching reading methods such as story map, guided reading procedure, think pair share, and jigsaw technique. This study is limited to teaching reading ability through jigsaw technique to the ninth grade students of SMPK PUTRI St. XAVERIUS KEFAMENANU in the school year 2014/2015.

1.6 Definitions of the Terms

To make easier in understanding this research, the writer defines the definition of key terms as follows:

1. Jigsaw

Maria brisk and Margaret M. Harrington (2000: 83) define” the jigsaw approach is a way for students to work cooperatively and help each other to learn new material. Each student within a team has a piece of the information to be learned by all students, and each student is responsible for teaching their section to the other students on the team. When all the pieces are put together, the students should have the whole picture-hence the name jigsaw (Ariyanto, 2011). In this study jigsaw is used by the writer in her study with the purpose of improving students reading ability.

2. Reading Comprehension

Reading comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. The active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints (Pang: 1993). In this study, the writer wants to improve student’s reading comprehension especially, narrative text. The writer conducted a CAR (Classroom Action Research) by using jigsaw technique to improve students reading ability.

3. SMPK Putri St. Xaverius Kefamenanu

SMPK Putri St. Xaverius Kefamenanu is one of the Catholic Junior High Schools in Kefa city that is located in Patimura street. It is the writer's village uses as the location of the study.

4. Classroom Action Research

Action research is a form of investigation designed by teachers as an attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies (Parsons and Brown: 2002).